

学校编码: 10384

分类号\_\_\_\_\_密级\_\_\_\_\_

学号: 11120051300300

UDC\_\_\_\_\_

厦 门 大 学

硕 士 学 位 论 文

**A Study of the Relationship between EFL Learners'  
Motivation and Their Pragmatic Competence**

**中国大学英语学习者动机与语用能力的相关性研究**

林 敏

指导教师姓名: 张秀明 副教授

专 业 名 称: 英 语 语 言 文 学

论文提交日期: 2 0 0 8 年 5 月

论文答辩时间: 2 0 0 8 年 月

学位授予日期: 2 0 0 8 年 月

答辩委员会主席: \_\_\_\_\_

评 阅 人: \_\_\_\_\_

200 年 月

厦门大学博硕士论文摘要库

# 厦门大学学位论文原创性声明

兹呈交的学位论文，是本人在导师指导下独立完成的研究成果。本人在论文写作中参考的其他个人或集体的研究成果，均在文中以明确方式标明。本人依法享有和承担由此论文产生的权利和责任。

声明人（签名）：

年 月 日

厦门大学博士论文摘要库

# 厦门大学学位论文著作权使用声明

本人完全了解厦门大学有关保留、使用学位论文的规定。厦门大学有权保留并向国家主管部门或其指定机构送交论文的纸质版和电子版，有权将学位论文用于非赢利目的的少量复制并允许论文进入学校图书馆被查阅，有权将学位论文的内容编入有关数据库进行检索，有权将学位论文的标题和摘要汇编出版。保密的学位论文在解密后适用本规定。

本学位论文属于

1、保密（ ），在      年解密后适用本授权书。

2、不保密（ ）

（请在以上相应括号内打“√”）

作者签名：

日期：      年    月    日

导师签名：

日期：      年    月    日

厦门大学博士论文摘要库

## Synopsis

Interlanguage Pragmatics (ILP) is a new interdisciplinary domain that emerges on the basis of pragmatics and second language acquisition (SLA) in recent years. One of its central concerns that appeal to many researchers is second or foreign language learners' pragmatic development. Since pragmatic competence is a long neglected component of communicative competence, much remains to be scrutinized about its development. ILP draws theories from SLA to explain how learners' pragmatic competence develops. Motivation is assumed by many ILP studies (Dufon, 1999; Kasper & Rose, 2002; Locastro, 2003) as an important factor that influences the pragmatic development, yet few researches have examined the correlation between motivation and pragmatic competence with confident data support.

The present study is an attempt to probe into the relationship between learners' motivation and their pragmatic competence in Chinese EFL context, in order to gain a better knowledge of ILP and provide suggestions on how to improve learners' pragmatic competence. Based on a review of studies on pragmatic competence and several motivational models, the current study examines learners' pragmatic competence together with four motivational variables, namely cultural motivation, instrumental motivation, attitude towards pragmatic learning and motivational intensity.

The author conducts an empirical study among 86 non-English major students in Xiamen University, employing both quantitative and qualitative research methods. The quantitative research reveals that: 1) There is an imbalance between language proficiency and pragmatic competence. Although learners' pragmatic competence has been improved in certain aspects, many students still demonstrate insufficient pragmatic competence. 2) College students nowadays have a relatively stronger cultural motivation in English learning, especially strong interest in English movies and they generally hold a positive attitude towards pragmatic learning. 3) Cultural motivation is positively correlated with pragmatic competence, whereas instrumental motivation is negatively correlated with pragmatic competence. The qualitative research shows that the most crucial differences between the high pragmatic level

learners and the low pragmatic level learners is that the former are driven by stronger cultural motivation and manifest higher level of pragmatic awareness through their metalinguistic reflection behaviors over their input.

In the light of the above findings, the relationship between motivation and pragmatic competence can be generalized as follows: cultural motivation has a facilitative effect on learners' pragmatic development by enhancing their pragmatic awareness. There is, therefore, a need for teachers to initiate and sustain learners' cultural motivation besides integrating pragmatic teaching into regular English course. Specific suggestions are also offered for teachers on raising learners' pragmatic awareness and utilizing English movies effectively in EFL classroom settings.

**Key words:** Interlanguage Pragmatics (ILP); motivation; pragmatic competence.



## 摘要

语际语语用学是近年来兴起的介于语用学与二语习得之间的一门交叉学科。语际语语用学的主要研究热点之一是学习者语用能力的发展问题。语用能力是交际能力的重要组成部分，但其发展培养问题在传统的外语教学中却是一个长期被忽视的问题，故有待进一步研究了解。语际语语用学从二语习得领域引入了部分理论来阐释学习者的语用发展问题。近年来，许多关于语际语语用的研究(Dufon, 1999; Kasper & Rose, 2002; Locastro, 2003)认为动机是影响语用能力发展的重要因素之一，但通过可靠的数据检视动机与语用能力二者之间关系的研究却寥寥无几。

本论文旨在通过实证研究方法探究中国大学英语学习者的语用能力与学习动机的相关关系，以期对语际语语用学获得更深入的了解并为教学中语用能力的培养提供启示。在以往语用研究和动机模式的理论基础上，本文考察了学习者的语用能力及其与四个动机变量的关系，包括文化动机、工具动机、对语用学习的态度以及动机强度。

作者采用定性和定量相结合的方式对厦门大学的 86 名非英语专业学习者进行了问卷和访谈调查。研究结果表明 1) 当今大学生的语用能力虽然在某些方面稍有提高，但总体水平还是较低，与语言水平相比发展不均衡。2) 目前大学生动机类型以文化型动机为主，对英语电影和歌曲兴趣较高，同时普遍对语用能力的培养持肯定态度。3) 文化动机和语用能力呈正相关关系，而工具动机则恰相反，呈负相关关系。此外，定性研究揭示了高语用水平与低语用水平者的主要差别在于：前者在较高的文化动机驱动下，在接受语言输入时会有意识地进行元语言分析而表现出较高的语用意识。

基于以上调查结果，本文的结论是文化动机能提高学生的语用意识，对学生的语用能力发展具有促进作用。因此本文认为教师需要在将语用教学结合入日常教学的同时，注意激发并保持学生的文化动机。本文还就如何提高学生语用意识和有效利用电影资源发展语用能力提出了一些具体的教学建议。

**关键词：**语际语语用学；动机；语用能力

## Contents

<b>Chapter 1 Introduction.....</b>	<b>1</b>
<b>1.1 Background and Significance of the Study.....</b>	<b>1</b>
<b>1.2 Purpose of the Study.....</b>	<b>3</b>
<b>1.3 Organization of the Thesis.....</b>	<b>3</b>
 <b>Chapter 2 Theoretical Underpinnings.....</b>	 <b>4</b>
<b>2.1 Pragmatic Competence.....</b>	<b>4</b>
2.1.1 Pragmatic Competence vs. Communicative Competence.....	4
2.1.2 A Working Definition of Pragmatic Competence .....	7
2.1.3 Pragmatic Development—Domain of Interlanguage Pragmatics .....	10
<b>2.2 Theoretical Perspectives on Pragmatic Development .....</b>	<b>12</b>
2.2.1 Acculturation Model.....	12
2.2.2 Cognitive Processing .....	13
2.2.3 Related Studies on Acculturation Model and Cognitive Processing....	16
<b>2.3 Motivation .....</b>	<b>17</b>
2.3.1 Gardner's Socio-educational Model.....	18
2.3.2 Deci and Ryan's Dichotomy of Intrinsic and Extrinsic Motivation....	21
2.3.3 Dornyei's Extended Model.....	23
2.3.4 Gao Yihong's Model—Constructs from Empirical Studies in China...	24
<b>2.4 Studies on Effects of Motivation on Pragmatic Development.....</b>	<b>27</b>
 <b>Chapter 3 The Present Study.....</b>	 <b>31</b>
<b>3.1 Quantitative Research.....</b>	<b>31</b>
3.1.1 Research Design.....	31
3.1.1.1 Research Questions.....	31
3.1.1.2 Subjects.....	32
3.1.1.3 Instruments.....	32
3.1.1.4 Data Collection Procedures.....	35
3.1.2 Findings and Discussions.....	38

3.1.2.1 Learners' Pragmatic Competence.....	38
3.1.2.2 Learners' Motivation .....	44
3.1.2.3 Relationship between Motivation and Pragmatic Competence...	51
3.1.2.4 Comparison of Different Pragmatic Performances on Measures of Motivational Variables.....	56
<b>3.2 Qualitative Research.....</b>	<b>58</b>
3.2.1 Purpose and Method .....	58
3.2.2 Data Collection Procedure.....	58
3.2.3 Analysis of the Interviews.....	58
<b>Chapter 4 Major Findings and Pedagogical Implications.....</b>	<b>65</b>
<b>4.1 A Summary of the Findings.....</b>	<b>65</b>
4.1.1 Reality of the Learners' Pragmatic Competence.....	65
4.1.2 Learners' Motivation in English Learning.....	65
4.1.3 Relationship between Motivational Variables and Pragmatic Competence...	66
4.1.4 Differences between High Pragmatic Competence Level Group and Low Pragmatic Competence Level Group.....	66
<b>4.2 Pedagogical Implications.....</b>	<b>67</b>
4.2.1 Initiating and Sustaining Learners' Motivation for Pragmatic Learning.....	68
4.2.2 Integrating Pragmatic Teaching into Regular English Course.....	70
4.2.3 Raising Learners' Pragmatic Awareness.....	70
4.2.4 Utilizing Movies and Videos Effectively.....	72
4.2.5 Encouraging Learners' Output .....	73
<b>4.3 Limitations and Directions for Future Research.....</b>	<b>74</b>
<b>Chapter 5 Conclusion.....</b>	<b>76</b>
<b>Bibliography.....</b>	<b>78</b>
<b>Appendices.....</b>	<b>84</b>
<b>Acknowledgements.....</b>	<b>90</b>

## 目 录

<b>第一章 引言</b>	1
1.1 研究背景和研究意义	1
1.2 研究目的	3
1.3 论文结构	3
<b>第二章 理论基础</b>	4
2.1 语用能力	4
2.1.1 语用能力与交际能力	4
2.1.2 语用能力的操作定义	7
2.1.3 语用能力发展—语际语用学的研究范畴	10
2.2 语用能力发展的理论视角	12
2.2.1 文化适应模式	12
2.2.2 认知加工理论	13
2.2.3 文化适应模式与认知加工理论的相关研究	16
2.3 动机	17
2.3.1 Gardner 的社会教育模式	18
2.3.2 Deci 和 Ryan 的内在动机和外在动机	21
2.3.3 Dornyei 的扩展模式	23
2.3.4 高一虹的动机模式—基于国内实证研究的概念	24
2.4 动机对语用能力发展的影响的研究综述	27
<b>第三章 本次研究</b>	31
3.1 定量研究	31
3.1.1 研究设计	31
3.1.1.1 研究问题	31
3.1.1.2 研究对象	31
3.1.1.3 研究工具	31

3.1.1.4 数据收集步骤.....	35
3.1.2 调查结果及讨论.....	38
3.1.2.1 学习者语用能力.....	38
3.1.2.2 学习者动机.....	44
3.1.2.3 动机与语用能力的关系.....	51
3.1.2.4 高语用水平者和低语用水平者动机方面调查结果比较.....	56
<b>3.2 定性研究.....</b>	<b>58</b>
3.2.1 研究目的与方法.....	58
3.2.2 数据收集步骤.....	58
3.2.3 访谈结果分析.....	58
<b>第四章 主要调查结果及其教学启示.....</b>	<b>65</b>
<b>4.1 调查结果小结.....</b>	<b>65</b>
4.1.1 中国大学英语学习者的语用能力现状.....	65
4.1.2 学习者学习英语的动机类型.....	65
4.1.3 动机变量与语用能力的关系.....	66
4.1.4 高语用水平组与低语用水平组的差异.....	66
<b>4.2 教学启示.....</b>	<b>67</b>
4.2.1 激发并保护学习者的文化动机.....	68
4.2.2 将语用教学融入日常英语教学.....	70
4.2.3 提高学习者的语用意识.....	70
4.2.4 有效利用英语影视资源.....	72
4.2.5 鼓励学习者开口锻炼.....	73
<b>4.3 本研究的不足及对今后研究的建议.....</b>	<b>74</b>
<b>第五章 结论.....</b>	<b>76</b>
<b>参考书目.....</b>	<b>78</b>
<b>附录.....</b>	<b>84</b>
<b>致谢.....</b>	<b>90</b>

厦门大学博硕士论文摘要库

## **Chapter 1 Introduction**

### **1.1 Background and Significance of the Study**

The field of English teaching and learning before the 1980s has reflected the dominance of the structuralisms with an almost exclusive emphasis on accuracy of linguistic forms. However, with the advent of Communicative Language Teaching Approach, it is realized that knowing a language in fact entails more than the correct pronunciation, grammar, and lexis of the target language. The goal of English learning is to develop students' ability to communicate with people in a new language in real world situations (Brown, 1987). Learners' actual experience and researchers' studies in recent decades have shown that linguistic knowledge alone does not necessarily ensure successful cross-cultural communications. Blum-Kulka, House, and Kasper (1989: 10) report that, "even fairly advanced language learners' communicative acts regularly contain pragmatic errors, or deficits, in that they fail to convey or comprehend the intended illocutionary force or politeness value". Indeed, insufficient pragmatic competence can also result in cross-cultural communication breakdowns and misunderstandings. Influenced by the transfer of mother language or overgeneralization of the target language, learners frequently produce inappropriate utterances that do not accord with the social appropriateness norms and speech act realization strategies of native-English speakers, causing pragmatic failures. Moreover, pragmatic failures bring on much worse consequences than grammatical errors do in communication. "While grammatical errors may reveal a speaker to be a less than proficient language-user, pragmatic failures reflect badly on him/her as a person" (Thomas, 1983: 688). Grammatical errors may be irritating and impede communication; but at least, they are apparent in the surface structure, so that the hearer is aware that an error has occurred. Pragmatic failures, on the other hand, are rarely recognized as such by non-linguists. Advanced learners are actually more at risk than lower proficiency learners since for these learners grammatical proficiency is no longer seen as an excuse for impoliteness. In this sense, pragmatic competence, which refers to the ability to use language to carry out everyday functions in culturally appropriate ways, is a crucial component of communicative

competence. Yet despite its importance, pragmatic competence has stayed a relatively neglected area in English teaching and learning in China until recent years. A number of surveys carried out in China (He Ziran, 1986; Hong Gang, 1991; Dong Xiaohong, 1994; Meng Mei, 2000) have revealed the deficiency of learners' English pragmatic competence. With the increase of cross-cultural communication brought on by the trend of globalization and the coming of Beijing Olympic Games, it is not only important but also necessary for teachers to cultivate learners' pragmatic competence in English.

With more attention paid to pragmatic competence, recent years see the emergence of a new interdisciplinary field—Interlanguage Pragmatics (ILP). ILP concerns learners' pragmatic performance and the way their pragmatic competence develops. The literature of ILP at present is dominated by contrastive study of how the language use of learners and that of native speakers differs, whereas the issue of pragmatic competence development is not studied in a desirable state with many questions remaining open. The role of individual differences (e.g. motivation) on learners' pragmatic development in particular has rarely been addressed. Meanwhile, although motivation has proved to play an important role in language learning, the researches on motivation by now are mostly confined to its relationship with language proficiency. Kasper and Schmidt (1996) assume that motivation is one of the important factors that influence learners' pragmatic development. Although several studies (Dufon, 1999; Cook, 2001; Takahashi, 2005) have attributed different levels of pragmatic competence to learners' motivation, the research is still in the infant stage and there are even fewer studies in China that have explicitly investigated the effect of motivation to language learning from a pragmatic perspective. In this regard, an investigation of the effect of motivation on the pragmatic development is needed in order to achieve a better understanding of ILP, as well as helping learners to achieve higher pragmatic competence for effective cross-cultural communication and teachers to modify their teaching practices for the facilitation of learners' pragmatic development. Based on the assumption that motivation is correlated with pragmatic competence, the current study then will examine the relationship between motivation and pragmatic competence.



Degree papers are in the "[Xiamen University Electronic Theses and Dissertations Database](#)". Full texts are available in the following ways:

1. If your library is a CALIS member libraries, please log on <http://etd.calis.edu.cn/> and submit requests online, or consult the interlibrary loan department in your library.
2. For users of non-CALIS member libraries, please mail to [etd@xmu.edu.cn](mailto:etd@xmu.edu.cn) for delivery details.

厦门大学博硕士论文摘要库